DOCUMENT RESUME

ED 250 753 CS 504 765

TITLE Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE 84
NOTE 14p.; Pages may be marginally legible.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrators; Annotated Bibliographies; Behavior Patterns; *Communication Research; *Communication Skills; *Debate; Decision Making; Doctoral Dissertations; Employer Employee Relationship; Group Dynamics; *Interpersonal Communication; Interpersonal Competence; Job Satisfaction; Nurses; *Persuasive Discourse; Police; Politics; Sales Workers; Teachers
IDENTIFIERS *Communication Patterns; *Communication Strategies

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) superior-subordinate communication; (2) the effect of freedom of expression on role satisfaction; (3) the effects of certain risk factors on nurses' communication in the inappropriate-order situation; (4) the parent-teacher communication needs of single and dual parents of first grade children; (5) Woodrow Wilson's communication strategies in World War I; (6) decision making during the Korean and Yom Kippur wars; (7) patterns of communication among volunteer workers in an Israel archeological excavation program; (8) sex differences in college teachers' classroom talk; (9) a training program for law enforcement personnel in the management of interpersonal conflict; (10) communicative style of principals; (11) preschool teachers' use of language for distancing; (12) the relationship of self-concept to selected communication skills of choral conductors; (13) motivational factors contributing to job satisfaction for nurses; (14) legislative-executive communications; and (15) comparative advertising. (FL)

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TOWARD AN INTERPERSONAL PARADIGM FOR SUPERIOR-SUBORDINATE COMMUNICATION Order No. DA8411923

BANGS, TERRY LEE, PH.D. *University of Denver*, 1983. 196pp.

The purpose of this dissertation is to report formulative research on an interpersonal paradigm for superior-subordinate communication. The suggested paradigm goes beyond traditional structural approaches to leadership and rests on the interpersonal perception theory of Laing, Phillipson, and Lee. This research is based on the belief that a relationship exists between the openness of a leader's communication, as perceived by a subordinate, and the openness of the subordinate's communication with the leader. The following theoretical propositions were tested: (1) Highly confirming behavior by a superior, as perceived by an immediate subordinate, is related to a high degree of subordinate feedback. (2) Highly confirming behavior by a superior, as that behavior is perceived by a subordinate, is related to greater communication of creativity from the subordinate to the superior. (3) High superior disclosure, as perceived by a subordinate, is related to a high degree of subordinate feedback. (4) A high degree of superior accessibility, as perceived by a subordinate, is related to greater communication of creativity from the subordinate to the superior. (5) A high degree of superior accessibility, as perceived by a subordinate, is related to a high degree of subordinate feedback.

The Perceived Open-Mindedness Scale, the Perceived Confirmation Index, The Supervisor Disclosure Scale, The Supervisor Visibility Scale, the Test of Subordinate Feedback and the Test of Subordinate Creativity were the six instruments used to test the propositions. These instruments were administered to thirty-nine superior-subordinate pairs drawn from among United States Air Force officer and enlisted members stationed at two different locations. The resulting data were evaluated using chi-square, Pearson Product-Moment, and "t" tests.

Though none of the hypotheses was entirely supported, data analyses showed significant relationships among perceived superior confirmation, perceived superior open-mindedness, and subordinate specificity. In addition, tests showed that significant differences exist between officer subordinates' and enlisted subordinates' perceptions of their respective superiors, especially in perceived confirmation and perceived open-mindedness. Future research using larger, more diverse samples, and more direct measures of subordinate feedback and creativity, may yield more generalizable results.

THE EFFECT OF FREEDOM OF EXPRESSION ON ROLE SATISFACTION Order No. DA8412760

BROWN, RICHMOND O., PH.D. *University of Missouri - Columbia*, 1983. 163pp. Supervisor: Keith P. Sanders

Problem. Does freedom of expression make a person better satisfied with his or her role in society?

Hypothesis. Reporters who are permitted to express their opinions freely through editorials and/or letters to the editor in their own newspapers will, through Q-sorts, describe their real roles in their communities as significantly more like their preferred roles in their communities than will reporters who are not permitted such freedom of expression.

This is a study of by-line reporters who write for the daily newspapers of the United States. One sample of reporters writes for newspapers which permit reporters free access to at least one opinion area of their papers; the other sample writes for newspapers which prevent such access.

The role satisfaction scores of the two groups were compared through t-tests. Satisfaction scores were established by asking each subject to sort forty-one Q-statements to describe the situation in which he/she works, then to sort a duplicate deck to describe the ideal situation which would give the most satisfaction. The degree of sameness of the means of each subject's two sets of scores was used as the measure of his/her role satisfaction.

Because innovative persons might be expected to be more frustrated by restrictions (and less satisfied) than others, a set of semantic differential innovativeness scales was formed.

Because persons who believe their lives are predetermined by fate might be unresponsive to freedom and restrictions, a special instrument to measure fatalism was included.

The innovativeness and fatalism variables were used as controls in efforts to refine measurements of differences.

Eighteen percent of the 402 reporters in the population samples satisfactorily completed and returned the survey material, each reporter supplying 210 scores or units of information. Of these seventy-four respondents, thirty-four were classified as working in free newspaper situations and forty as working in restricted newspaper situations.

All tests related to the normal distribution were based on two-tail probability at the 0.05 level.

No statistically significant difference between the levels of satisfaction experienced by the free reporters and the restricted reporters was found.

COPING WITH A BIND: THE EFFECTS OF THREE RISK FACTORS ON NURSES' COMMUNICATION IN THE INAPPROPRIATE-ORDER SITUATION Order No. DA8417989

CUNNINGHAM, MARY ANN, PH.D. *Bowling Green State University*, 1983. 297pp.

This research attempted to explore the effects of three risk factors, potential patient consequences, expected physician response, and physician status, on registered nurses' communication choices and ratings across three possible phases of a situation in which a nurse believes a physician's order is not in the best interests of the patient. The situation seems to place the nurse in a bind as she attempts to satisfy both patient welfare and physician concerns and finds the extreme choices of compliance or noncompliance undesirable. Communication researchers suggest the logical response to a bind is indirect, avoidant, evasive communication--enactment of the "Doctor-Nurse Game." Altering risks associated with the patient and the physician was suspected of changing the bind-like quality of the inappropriate-order situation, and correspondingly, nurses' responses to it.

Data were collected from 298 female registered nurses at two Toledo-area hospitals. One of eight hypothetical situations (2 x 2 x 2 design) was presented to each subject who then indicated her most probable communication behavior in three sets of choices: initial handling of the situation (dominant to submissive choices); initial comments to the physician to secure change (direct to indirect choices); and whether the matter would be pursued further if an initial physician confrontation is unsuccessful.

Nurses' responses indicated that, in general, the inappropriate-order situation is more a bind than not a bind. Extreme choices of compliance and noncompliance were rejected as was the most direct comment to the physician. However, the bind seems to loosen over time, as nurses reported they would use more direct comments and more forceful action when their initial comments were unsuccessful. Risk factors, however, did loosen or tighten the nature of the bind. More avoidant initial communication was more likely when serious patient harm and, to a lesser extent, a negative physician response were expected. Physician status was a less significant factor and exhibited sample-specific effects. The results seem to reflect the changing nature of the nurse-physician relationship, but with a greater leaning toward the contemporary role relationship.

THE IMPACT OF DIFFERING PRINCIPAL SUPERVISORY COMMUNICATION STYLES ON TEACHER AND STUDENT OUTCOMES Order No. DA8411601

DUGGAN, JOHN PETER, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 154pp. Chairperson: Robert Kottkamp

School effectiveness studies have consistently identified strong administrative (principal) leadership to be a characteristic of instructionally effective urban schools. These studies have suggested that principal behaviors indirectly affect student outcomes through their influence on teachers.

The present investigation is concerned with the effects of principal supervisory communication style on teacher and student outcomes in the elementary schools of a large urban school district. The major

hypothesis of this study predicts that principal supervisory communication style will indirectly affect student achievement through its influence on teacher conformity and principal-teacher congruity. Principal supervisory communication style, however, will differ in its effect on the behavioral and attitudinal dimensions of conformity and congruity according to the proportion of direct (one-way) or indirect (two-way) communication used by the principal. Based on prior research, indirect communication is predicted to be the more effective means of influencing teacher behaviors and attitudes concerning teaching practices.

Data for this study have been obtained from the district's elementary schools through the utilization of questionnaires, interviews, and the inspection of school records. All data were aggregated to the school level because the school is the unit of analysis. Multiple regression analysis was used to test the hypotheses and to control for the effects of school size and student socio-economic status.

Analysis of the data supported the major hypothesis of this study. However, the data revealed that although indirect communication functioned directionally as predicted, it was the direct communication variable that positively and significantly affected both behavioral and attitudinal congruity, which, in turn, positively and significantly affected student achievement outcomes. In order to explore the reversal of prediction concerning communication style, a second round of data collection was conducted. Explanations for the reversal of prediction explored the differences between the class of measurements used in this study as opposed to measures used in prior research, and the impact of situational factors in the school environment upon appropriate leader behavior.

A CRITICAL EXAMINATION OF THE CONCEPT OF ARGUMENT FIELDS: THE LAETRILE CASE

Order No. DA8419585

DUNBAR, NANCY REEVE, PH.D. *The Pennsylvania State University*, 1984. 223pp. Adviser: Richard B. Gregg

The central question of this study is: how does argumentation vary according to the context in which it occurs. Contemporary scholars have recognized the need for studies of practical argumentation and have addressed the theoretical meaning of a concept of argument fields. This study augments the current literature by providing a critical and comparative examination of argumentation across a variety of domains or fields of argument.

Laetrile, the alleged cancer-curing apricot extract, is the subject of the study. I examined the literature produced on laetrile in 1977 and 1978 and found four initial domains of argumentation: medical/scientific, legal, deliberative, and popular press. I analyzed the argumentation in each field by identifying the claims advanced by the arguers, the issues or points of controversy produced by the clash of claims, and the propositions in dispute.

Chapters II through V provide a characterization of the argumentation in each domain. In each chapter, I describe the issues in dispute and the positions of the advocates on these issues. Then I examine the relationship among issues and the nature of the proposition(s) in dispute. Third, I describe the standards of evaluation and the evidence employed by the arguers.

Chapter VI examines the argumentation *across* domains. The comparison of domains results in two conclusions. First, those who argue on laetrile recognize distinct domains of authority. The authoritativeness of a domain refers to its socially sanctioned power to make decisions or take action on public controversies and to its control over particular claims, evidence, and standards of evaluation. Second, the comparison of argumentation across domains indicates that issues are transformed as they move from one domain to another. The transformation of issues arises from an alteration in the function of the issue within the hierarchy of argumentation.

In answer to the central question of this thesis, I conclude that argumentation varies, first, according to the nature of the proposition in dispute and, second, according to the requirements for evidence and the standards of evaluation employed by a group of arguers. Chapter VII provides a discussion of this conclusion and of its implications for the definition of argument fields and for the study of argumentation and decision-making.

ARGUMENT AND NATIONAL SECURITY DECISION: A SYSTEMATIC EXAMINATION OF THE 1975 UNITED STATES ANGOLA DECISION

Order No. DA8421315

ELEM, OHAKWE TEMPLE, PH.D. *University of Pittsburgh*, 1984. 233pp.

In 1975 the United States made a decision to intervene in the Angolan Civil War. In many respects this decision was a curiosity. Why, for instance, did the Ford Administration decide to fight a war in which it apparently knew that it could not prevail? Whose decision was it to go to Angola anyway? And what were the patterns of their rhetoric?

The method of research used to investigate the problems is one described as the decision-making approach to foreign policy. In respect to this approach, researchers tend to design their studies to include the following elements (Berkowitz, Bock and Fuccillo, 1977): (a) The definition of the situation--the internal and the external stimuli that created the recognition that some change in policy is needed. (b) The chronology: The series of events leading to the decision. (c) The participants: The major individuals and institutional actors involved in the decision, in particular the role of the President and his closest advisors. (d) The process: The manner in which the participants interacted using strategies of communication and influence to achieve their goal. (e) The outcome: The decision reached and its translation into policy.

My finding is that, contrary to the general perception, the C.I.A. did not make the Angola decision. The decision rests squarely on the National Security Council and the Forty Committee, both dominated by Henry Kissinger. The purpose of the Angola Decision was to maintain world order as the NSC perceived it. The NSC knew in advance of U.S. involvement that the pro- U.S. factions could not win the Angola war. But the United States wanted to demonstrate power and influence in the area for what was looked upon as the preservation of international stability. The dominant rhetoric was "world order" or the preservation of the global balance of power.

A COMPARATIVE ANALYSIS OF THE PARENT-TEACHER COMMUNICATION NEEDS OF SINGLE AND DUAL PARENTS OF FIRST GRADE CHILDREN

Order No. DA8419489

FRENCH, DOROTHY G., PH.D. *University of Maryland*, 1983. 153pp. Supervisor: Dr. Marilyn Church

Single and dual parent families are rapidly growing in numbers and educators are concerned with meeting their new and emerging needs with regard to home-school contact. Teachers help parents communicate more effectively when they understand the parents' preferred mode of communication for home-school contact.

The primary purpose of this study was to examine the parent-teacher communication needs of single and dual parents to determine if there is a difference in their needs. The problem was to identify and compare modes of communication preferred by single and dual parents for certain information they need to find out from the teacher and to tell the teacher and examine their ratings for certain areas of home-school contact.

The sample was taken from six Catholic schools located in Montgomery County, Maryland. Survey data were collected using a questionnaire constructed by the investigator. One-hundred seventy-two families were contacted and ninety-five participated.

Statistical procedures included descriptive statistics based on simple frequency count, means and standard deviation, chi-square and Yates corrected chi-square. The level of significance was set at .05.

Under the conditions of the study the following results were obtained: (1) Single and dual parents preferred face-to-face conferences for parent-teacher communication needs regarding their highest ranked concern regarding the child's academic achievement and rated home-school communication concerns in the positive range. (2) Single and dual parents differed significantly regarding certain information they need from the teacher and need to tell the teacher. (3) Single and dual parents prefer face-to-face conferences for certain information they need from the teacher and need to tell the teacher. (4) Single and dual parents differed significantly regarding modes of communication preferred for certain information they need from the teacher and need to tell the teacher. (5) Parents rated teachers in the positive range for the teacher's awareness and appreciation of the needs of parent and child and in their perception of how teachers would rate them.

There is a significant difference in communication needs of single and dual parents in certain areas of information they need from the teacher and need to tell the teacher.

FROM STRICT NEUTRALITY TO THE FOURTEEN POINTS: WOODROW WILSON'S COMMUNICATION STRATEGIES IN WORLD WAR ONE

Order No. DA8411765

GRIM, PATRICIA ANN, PH.D. *University of Pittsburgh*, 1983. 325pp.

Communications valued and utilized during the 1914-1918 period of World War One were examined and analyzed. This included rhetorical approaches by Woodrow Wilson, his supporters, and opponents, in the growth of national and specific group feelings about social conditions preceeding and during involvement by the United States. The Progressive Movement was especially forceful throughout that time, in maintaining and modifying public opinions for and against military action.

Attitudes changed significantly from "No-war" to "Pro-war" to "No-war", successively adhering to programs of keeping out of war, preparedness activities, actual entrance into war, and finally a return to peace. These variations were largely due to the communicative powers of Wilson, Cabinet members, Congressmen, supporters of specific causes and journalists. Rhetorical, historical, socio-psychological and concomitant critical descriptions and evaluations of the period found significance in public utterances of prominent personalities.

The communication skills of such leaders as Wilson, his friends, and antagonists, that were effectively used to secure these changes in public attitudes, were examined for their significant contributions. Wilson, in all his various affairs, was adept at the effective use of slogans, phrases, metaphors, repetitions, and quotations, while providing related political economic, and social descriptions. Examples ranged from: "Too Proud to Right" to "A War to End All Wars", and "A War to Make the World Safe for Democracy".

Appealing to the needs and values of his audiences, his rhetoric of morality and religion was a powerful driving force, even including his hesitant acceptance of war. His ministerial style of communication was complementary to his missionary theme about the United States being a world mediator, and in his reference to World War One as "A people's war." Wilson's rhetorical posture possessed the qualities of persuasion, with its major components of ethos, pathos and logos. War-time rhetoric was expanded by the rise of publications, lectures, posters, motion pictures, and other media of publicity, aided by the official formation of George Creel's Committee on Public Information. Wilson approached the problem of communication techniques to fit several changed ideas under the aegis of unflagging morality.

DECISION MAKING DURING CRISIS: THE KOREAN WAR AND THE YOM KIPPUR WAR

Order No. DA8410484

HEICHAL, GABRIELLA TOEPLITZ, PH.D. *The George Washington University*, 1984. 219pp.

This is a study of "decision making during crisis." It differs from most research on the subject because it does not use the term "surprise" and, rather than asking the question "what happened" (i.e., surprise), focuses on the "why" question. The premise is that information usually exists and the problem thus is its use or abuse. The assumption is that in cases usually involving "surprise", somewhere along the chain of command, during the process of decision-making, there was someone who did not cope. This created a gap between reality and the environment in which decision was taken. Two case studies were selected: the Yom Kippur War and the Korean War.

Following an overview of the existing literature and concepts and definitions regarding decision making and crisis, the psychological factors of decision making are examined. In examining "rational decision making" the work points out that rationality is dependent in different cultures on different values hence, on different priority rankings. The inevitable conclusion is that "rational decision" is a relative term.

Examination of the flow of information, impediments to both its accuracy and timely arrival, and difficulties involved in feedback is undertaken. Although there exists some theoretical work on the subject, case studies dealing with it are rare. It was especially interesting to note, that intelligence summaries used in the field during the Korean War contradict a large body of accepted wisdom with regard to the Chinese intervention.

The fourth chapter asks the inevitable question: What happens to the member who interprets the information differently from the group of decision makers to which he belongs? A continuum is suggested along which both the member and the group reactions are clarified, and the case studies are applied.

PARENTAL TEACHING PRACTICES AND THE YOUNG CHILD'S ACQUISITION OF HOUSEHOLD VOCABULARY

Order No. DA8405430

JIPSON, JANICE ANN, PH.D. *The University of Wisconsin - Madison*, 1984. 210pp. Supervisor: Associate Professor Gary Glen Price

Experiences of preschool children at home influence the development of language and cognitive skills. This study was designed to look at parents as providers of instruction in their homes and to explore the relationship of some of mothers' and fathers' home curriculum selection and instructional practices to their children's knowledge of a variety of information. Specifically, the study examined the association between parental verbal exchange patterns and the child's acquisition of specific labels for kitchen and workshop tools. Two aspects of parents' verbal interactions with their preschool children were studied; the parental use of questions, requests, and commands that require the child to retrieve verbal labels from memory and the parental curriculum selection made when parents teach particular topical domains.

The sample included 20 mother-father-preschool child families (10 girls and 10 boys). Verbal interactions between each parent-child pair were audiotaped and verbatim transcripts of the tape were analyzed to determine the proportion of each parent's conversation that included verbal requests that encouraged the child to make verbal responses in his or her own words. Each child was asked to identify upper and lower case letters, numerals, and a group of kitchen and workshop tools. Parents were asked about the extent to which they exposed their children to specific information and vocabulary concerning kitchen and workshop tools. They were also asked to estimate any other exposure the child may have had to these tools.

The results of the study indicate that maternal frequency of using both kitchen and workshop tools with children was strongly positively related to the proportion of tools the child could correctly label. Paternal frequency of using tools with children was also related to child labeling of tools. Maternal and paternal verbal strategies had inconsistent relationships with the child's ability to label tools. In general, the data indicate that parents differ in their teaching effectiveness and curriculum selection. The results of this study highlight the importance of early experiences in the home. Learning in the home, like learning in schools, seems to be dependent on the amount of teaching and experience the child has.

PATTERNS OF COMMUNICATION AMONG VOLUNTEER WORKERS IN AN ISRAEL ARCHAEOLOGICAL EXCAVATION PROGRAM

Order No. DA8414394

KAUFMAN, SONDRA OSTER, PH.D. *The University of Texas at Austin*, 1983. 337pp. Supervising Professor: Larry D. Browning

People spend a majority of their time in organizations. Increasingly, we find organizations seeking participants who work as volunteers without material remuneration of any kind, often contributing additional personal resources. Since many organizations are dependent upon volunteers and volunteerism for their operation and progress, it is important to ascertain and develop those incentives, communication patterns which attract, motivate, and maintain volunteers' interest and efforts.

Heretofore, volunteer service has proceeded without a formal framework. Findings show that purposes and motivations of volunteers often differ from those of paid employees, and communication strengths and weaknesses underlie the base of a successful or a failing program. Consequently, organizations must exert communication patterns which correlate satisfaction of volunteers' needs with fulfillment of organizational goals.

This research project is a qualitative analysis field study and development of grounded theory in communication behavior patterns of volunteer workers in an archaeological excavation setting in Israel. The primary method of data collection is through participant observation, aided by formal and informal interview and a written questionnaire. The study reviews the literature of organization theory and communication as it relates to effectiveness in utilizing volunteer services, and discusses the social processes inherent in both individuals and organizations that directly influence volunteer attraction, participation and commitment. Included in the study are diagnoses and analyses of the contextual influences and organizational environment, including physical setting, social, psychological, and structural climates and processes, leadership elements, planning, decision making, and motivation techniques and effects. A twenty category system of interpersonal communication is developed to identify patterns of communicative behavior among volunteer workers. Relationships are drawn among the categories

into a single systemic framework. Finally, conclusions and recommendations based upon the data are presented, and future research directions are explored.

The outcomes of the study emphasize the communication and organization requirements needed to understand the relationships and processes of effective operation, management, and communication behavior in organizations utilizing the services of volunteer workers.

SEX DIFFERENCES IN COLLEGE TEACHERS' CLASSROOM TALK Order No. DA8421191

KRUPNICK, CATHERINE G., ED.D. *Harvard University*, 1984. 159pp.

This study examined questions of sex differences in male and female college teachers' classroom talk. Subjects of the study were 12 male and 12 female teachers at Harvard College. Teachers of natural sciences, social sciences, humanities, and expository writing were represented in the sample of videotapes obtained from the Harvard-Danforth Video Laboratory. These tapes had been made for the clients of the Video Laboratory who wanted to see their own teaching on tape. Hence, the speech which was examined was directed at students, and not at an experimental situation.

The particular foci of this thesis are: (1) teachers' use of speech items alleged to be the cause and effect of powerless social influence, (2) the role that male-female ratio plays in determining amounts of talk, interruptions, and the sequences of talk by male and female students.

Robin Lakoff's (1973) work on "woman's language" was the basis of four speech categories studied; various studies on the gender composition of discussion groups including those of Aries (1975, 1976) and Kanter (1977) provided the foundation for three others.

Twelve hypotheses dealt with five projections: (1) Female teachers will demonstrate more "subordinate" speech than male teachers; (2) Ratings of the intensity of subordinate speech and patterns of classroom conversation may vary for individual teachers, according to whether they are teaching the beginning, middle, or end of the class; (3) There is an inverse relationship between the amount of individual student's talk and their teacher's frequency of Lakoff's behaviors; (4) The number of subordinate speech behaviors performed by either male or females will be inversely related to the amount of experience a teacher has; (5) Small male/female ratio will influence female students' amount of talk.

The findings of this study suggested there are few differences between male and female teachers in the predicted directions. The hypothesis that female teachers would use more Lakoff's behaviors than male teachers was disconfirmed.

Variation in individuals' speech behaviors made dependent hypotheses impossible to confirm. However, significant differences were found between the talkativeness and interruptability of male and female students.

THE APPLICATION OF LEVINSON'S SYSTEMATIC ORGANIZATIONAL FRAMEWORK TO DIAGNOSING A CLASSROOM Order No. DA8421193

MAH, BEATRICE VIRGINIA, ED.D. *Harvard University*, 1984. 156pp.

A continuing professional education course in the Program for Senior Executives at the MIT Sloan School of Management was diagnosed using Harry Levinson's psychoanalytically based organizational framework. Focusing on the interconnection of such factors as organizational purpose, history, leadership, norms, group processes, structure, and environment, the model has been applied to a variety of organizations, including businesses, hospitals, religious institutions, mental health centers, and schools, but had never been used to diagnose a classroom. The central questions were: (1) What aspects of the diagnostic model, as applied to organizations, are relevant to an understanding of the complexities and subtleties of classroom life? (2) What aspects of the framework are irrelevant? (3) What are the gaps in the model for a particular learning situation?

Levinson's perspective provided a substantial part of the theoretical framework and also the primary methodology for the data collection and analyses, with other methodologies complementing and supporting this approach. Standard methodologies of classroom ethnography were employed: structured interviews of students using open-ended questions, semi-structured interviews of staff, survey questionnaires, observations using a classroom observation guide, and document analysis. The classroom was analyzed in terms of its relationship to the environment and the classroom's internal structure and processes. The systematic framework explicated factors which contributed to longitudinal and cross-sectional views of the classroom and to an understanding of its current status.

Levinson's organizational framework proved to be highly useful in diagnosing a classroom in the Program for Senior Executives. Although some details of the model were not applicable to the classroom, the overall aspects were relevant: its use of several information sources, its methods of gathering data, and the identification of a multiplicity of factors analyzed in relation to each other, such as the context, history, developments, structure, and processes. Problems in using the model included its redundancy, the classroom's temporary nature, and its blurring of goals, history, and context with the larger Program. When understood dynamically as an open system through using the Levinson framework, the classroom was appreciated for both its subtleties and complexities.

THE MANAGEMENT OF INTERPERSONAL CONFLICT: A DESCRIPTION OF A TRAINING PROGRAM FOR LAW ENFORCEMENT AGENCY PERSONNEL Order No. DA8418857

MCCABE, FRANCIS JOSEPH, JR., ED.D. *University of Massachusetts*, 1984. 254pp. Director: Professor Arthur W. Eve

The purposes of this study were to: (a) develop a 16-hour (two 8-hour days) interpersonal conflict management workshop for selected law enforcement agency personnel within the Commonwealth of Massachusetts; (b) conduct this workshop for selected law enforcement agency personnel; (c) determine the cognitive and attitudinal changes of the workshop participants with regard to conflict management by administering a pretest and posttest; and (d) qualitatively and quantitatively analyze data to assess the effectiveness of the treatment and develop recommendations relative to its application in other settings.

The findings of this study lead to the following conclusions: (1) Conflict management skill training workshops are appropriate for law enforcement agency personnel at all level as a means of helping this professional group deal with conflict when it occurs both within as well as outside the organization. (2) An increase in cognitive learning regarding the management of conflict can occur in a two-day conflict management workshop. (3) For the most part, participants were pleased with the workshop and a majority of the workshop participants felt that they could employ the skills imparted in the workshop within and outside the organizational setting.

Despite the positive findings of the study participants had the following concerns: (1) More time was needed to cover the material presented. (2) Future workshops for this client group should devote more time to rational thought and stress management. (3) Follow-up sessions were necessary to reinforce the skills learned.

It is recommended that future studies incorporate a control group in order to strengthen the findings.

COMMUNICATIVE STYLE OF PRINCIPALS: PERCEPTIONS OF PRINCIPALS AND TEACHERS Order No. DA8420027

MCNUTT, KAREN S., ED.D. *University of Montana*, 1984. 238pp. Director: Dr. Lyle L. Berg

The purpose of this study was to describe the communicative style of principals as perceived by principals and teachers and to identify relationships between communicative style and the context in which it occurs.

Two versions of a questionnaire developed for this study were completed by 27 principals and 127 of their teachers. Communicator style was operationally defined in terms of nine independent variables (dramatic, dominant, open, contentious, relaxed, friendly, attentive, animated, impression leaving) and one dependent variable (communicator image). Associations between communicator style and assessment of principal effectiveness and leadership and measures of school structure and climate were identified.

Analyses of principal and teacher responses identified variant perceptions of principal communicative style, minimal congruence between principal and teacher ratings of effectiveness and leadership, and discrepancies concerning the openness of the school's formal structure and communication climate. The results can be summarized as follows: (a) Principals rated their own behaviors more positively than teachers rated them on these same behaviors; (b) Principals identified the good communicator as utilizing "impression leaving", "animated", "dramatic", and "relaxed" style modes; (c) Teachers identified the good communicator as employing "friendly", "attentive", and "relaxed" behaviors; (d) Principals related effectiveness to "dominant" communicative behaviors, and leadership to "friendly" behaviors; (e) Teachers asssociated effectiveness and leadership to the good communicator style set--"friendly", "attentive", and "relaxed"; (f) Principals rated their school's communication climate low, but higher than teacher ratings of climate, and associated "friendly" style behaviors with school climate; (g) Teachers rated the school's communication climate low, but satisfactory, and linked "relaxed" style behaviors to the school climate; (h) Principals perceived their school's decision-making structure as moderately open linking "dominant" communicative behaviors to bureaucratic structure; (i) Teachers also perceived their involvement in the school's formal structure as moderate and linked their principal's "attentive" style behaviors to teacher involvement; (j) Principals rated as more effective tended to have less perceptual discrepancy, but the relationship between perceptual congruency and principal effectiveness was weak; and (k) When potential moderators were partialled out, communicator style outcomes were strengthened for principals and generally unchanged for teachers.

READING TEACHERS' PERCEPTIONS OF INDIVIDUAL EFFICACY IN RELATION TO ORGANIZATIONAL STRUCTURE

Order No. DA8411278

MARK, DIANE HELEN, ED.D. *Columbia University Teachers College*, 1984. 155pp. Sponsor: Professor Thurston A. Atkins

This study examined the structure created by the position of the District Reading Coordinator within the school setting. It was hypothesized that: (1) there would be a difference in reading teachers' perceptions of individual efficacy between structure A, no District Reading Coordinator position and structure B, which includes the District Reading Coordinator position, and (2) reading teachers of structure B would be more satisfied with professional growth opportunities and would give evidence of stronger and more positive feelings of individual efficacy.

Two versions of an opinionaire designed for each group were sent to 630 reading teachers in New York State and 257 were returned. Through factor analysis the items clustered around six factors: (1) reading teacher enhancement relative to organizational structure, (2) interaction of reading teachers and administrators, (3) reward and challenge, (4) social affect, (5) competence, and (6) conflict.

The conclusions were that (1) there is a relationship between organizational structure and individual efficacy with regard to interaction between administrators and reading teachers, and with regard to reading teachers' feelings of competence, and (2) reading teachers who work with a District Reading Coordinator have more positive feelings of individual efficacy.

The implications of this study address issues related to teacher participation in decision making, weaknesses of program and teacher evaluation processes, and the importance of individual competence in motivation.

It was recommended that the development of teacher competence be a major staff development goal. A further recommendation stresses the need to include teachers in the decision making process. The study also recommended that further research should examine the effects of different types of organizational structures within education; should examine the effects of demographic characteristics upon the relationship between reading teacher efficacy and organizational structure; and should examine the premise of the study with an emphasis upon function rather than role.

PRESCHOOL TEACHERS' USE OF LANGUAGE FOR DISTANCING

Order No. DA8418094

NARDI, MARGARET BERGAN, PH.D. *The University of North Dakota*, 1984. 105pp. Adviser: Dr. David S. Kuschner

The ability to cognitively separate oneself from the immediate behavioral environment has been identified in the literature as the concept of distancing. It has been suggested that the child's distancing abilities are a reflection of his early experiences with the distancing language of significant others in his environment. Several curricula have been developed that focus on strategies that teachers can employ for facilitating distancing in children. Very little is reported in the literature, however, about the distancing language of teachers in practice. This study investigates the distancing language of six preschool teachers in their talk to preschool age children.

The data was analyzed according to a framework designed by the researcher and based on the work of Sigel (1970) and Tough (1973b). Seven categories of distancing language were identified: spatial distancing, psychological distancing, distancing by projection, and references to the immediate past, earlier past, immediate future and later future.

The analysis of the data indicates that at least minimal amounts of distancing are evident in the language of preschool teachers. Of the over 7,000 teacher communication units directed to the children, 596 were characteristic of some kind of distancing language. The largest number of these were categorized as spatial distancing. The two least frequently used categories were those of psychological distancing and distancing by projection. All seven categories of distancing were represented during Center Time, Family Time, and Meal Time. There was no psychological distancing documented during Outside Play.

The data suggests that opportunities for the teachers to use language for distancing are present throughout the preschool schedule. It appears, however, that the vast majority of the talk of the teachers focuses on the here and now. The data also suggests that individual differences among teachers in their distancing language may be a reflection of their preferred modes of instruction. For cognitive rich environments to exist in early childhood programs, teachers must use their language to encourage the child to free himself from the immediate context. It is concluded that in practice, the teachers' use of language to encourage such cognitive leaps is limited.

THE RELATIONSHIP BETWEEN GENDER AND THE INTERPERSONAL COMMUNICATION SKILLS OF MIDLEVEL MANAGERS IN CALIFORNIA COMMUNITY COLLEGES

Order No. DA8415895

SAMUELSON, JO LYNN, ED.D. *University of San Francisco*, 1984. 164pp Chairperson: Dr. William V. Burgess

Career women in higher education may already possess significant skill in the area of interpersonal communication. This positive skill has yet to be maximized by institutions of higher education due to inaccurate perceptions about women's abilities and misconceptions about the type of leadership needed in higher education.

The research conducted for this study investigated the relationship between gender and the interpersonal communications ability of midlevel managers in California Community Colleges by identifying and comparing patterns, characteristics and styles of interpersonal communication to determine the level of skill the two groups exhibit in dealing with people in a profession aimed at human service.

The research analyzed the eleven interpersonal communication variables utilized by Millard J. Bienvenu in the Interpersonal Communication Inventory (ICI) in comparison with the five research questions concerning gender, age, level of education, staff position, and familial responsibilities.

The study included 260 subjects selected by random sample from the 106 Community Colleges in California. This twenty-five per cent sample included 201 male and 61 female subjects. The primary analysis of data consisted of a frequency count and a univariate analysis with a comparison of mean scores obtained on the ICI on an interval scale using parametric statistics with an analysis of variance.

Summary results indicated that while males and females are very similar in their interpersonal communication female midlevel managers have a statistically significant greater competence in two of the eleven scales of the ICI (Awareness and Perceived Acceptance). Younger managers were more competent in the area of Coping with Feelings. Educational degrees had an effect on interpersonal communication and familial responsibilities showed a two-way interaction between children and gender on the scales for Self-Expression and Clarity.

In conclusion, the primary importance of the study was the finding of general equality of skills between genders in the field of interpersonal communication.

AN INVESTIGATION OF THE RELATIONSHIP OF SELF CONCEPT TO SELECTED COMMUNICATION SKILLS OF CHORAL CONDUCTORS Order No. DA8414120

SIMONS, STEPHEN PAUL, PH.D. *North Texas State University*, 1984. 138pp.

This study investigated the relationship between selected measures of self concept as perceived by a group of choral conductors, their eye dependency on score, and the measures of expressive voice. The problems were (1) to determine the degree of perceived self concept of a selected group of choral music teachers through measures of (a) total self, (b) physical self, (c) moral-ethical self, (d) personal self, (e) family self, and (f) social self; (2) to assess eye dependency on score of the same teachers; (3) to assess the aspect of expressive voice through measures of (a) pitch levels of modulation, (b) speech flow, and (c) voice energy level; and (4) to examine the relationship between the measure of self concept, eye dependency on score and expressive voice.

Thirty high school choral conductors completed the *Tennessee Self Concept Scale*, the instrument selected for measuring conductor self concept. The conductors were then observed three times over an eight-week period by trained observers using two observation instruments developed for this study. These instruments were (1) a time unit coding system for the observation of conductor eye dependency on score, and (2) a graphic rating scale for observing conductor voice modulation, voice energy level, and speech speed. Canonical correlation procedure was used to determine the degree of relationship between the two sets of variables.

Results showed that no significant relationship existed between selected self-concept scores and four selected communication skills. No evidence existed from this study to support the theory that covert behaviors (aspects of self concept) related to overt conductor skills (eye contact, expressive voice), and that the covert behaviors should be emphasized because of their being the source of the conductor overt actions. It was suggested that further research of overt and covert conductor behavioral traits and skills be undertaken in order to determine possible relationships that could effect strategies in choral conducting teacher-training programs.

A STUDY OF MOTIVATIONAL FACTORS CONTRIBUTING TO JOB SATISFACTION FOR NURSES: AN EXAMINATION OF HERZBERG'S TWO-FACTOR THEORY Order No. DA8414186

SMITH, VERLEAN VAUGHN, ED.D. *Oklahoma State University*, 1983. 81pp.

Scope of Study. The purpose of this study was: (1) to identify the motivator and hygiene factors that contribute to RN's and LPN's job satisfaction and dissatisfaction and (2) to determine if nurses were satisfied or dissatisfied with their nursing positions. A questionnaire, adapted from Herzberg (1959) and Rosenfeld and Zdep (1971) was used to collect the data. The questionnaire contained three major categories: (1) the Job Factor Importance Questionnaire, (2) the Overall Job Satisfaction Questionnaire, and (3) the Demographic Data. The data were collected by surveying 20 percent of the RN's and LPN's in Tulsa County.

Findings and Conclusions. Mean scores were computed for the three categories. Before interpreting the t-tests, F-tests were calculated to determine if the variances were homogeneous. If they were not homogeneous, a separate variance estimate of "t" was used in place of the standard pooled variance estimate. A T-Value was then obtained on each of the items to determine if a significant difference existed between the two groups of nurses. The Herzberg Motivator-Hygiene Theory was partially supported. The data indicated that hygienes contributed significantly more to job dissatisfaction, but no significant difference was found to exist between motivators and hygienes contributing to job satisfaction for both RN's and LPN's. Enjoyment of work was the most valued motivator factor for both RN's and LPN's, and working conditions was the most valued hygiene factor for RN's. Salary, working conditions, and relations with co-workers were equally valued hygiene factors for LPN's. For the RN's, recognition was the chief factor listed for those who stated they were dissatisfied with their nursing position. For the LPN's, working conditions was listed as being the chief factor for those who stated they were dissatisfied with their present nursing position. There was no significant difference between the two groups of nurses on the value they placed on motivators. However, LPN's placed more value on hygiene than did the RN's. In analyzing the demographic data, only a few significant differences were found. The results indicated there was a significant difference between males and females on the value they placed on the factor recognition, with females valuing recognition more than did the males; females were found to value hospital policies more than did the males.

AN EMPIRICAL INVESTIGATION OF THE USE OF COMPLIANCE GAINING STRATEGIES BY AUTOMOBILE, INSURANCE AND REAL ESTATE SALES REPRESENTATIVES Order No. DA8418000

SPROWL, JOHN MICHAEL, PH.D. *Bowling Green State University*, 1983. 139pp.

The purpose of this study was to explore the factors which affect salespeople's choices of compliance gaining strategies. Specifically, the independent variables were industry affiliation and the sex of the target consumer. A forty-one item questionnaire was constructed which contained fourteen demographic items and twenty-seven seven-point Likert-type questions measuring the use/nonuse of each compliance gaining strategy. Two hundred four salespeople representing ninety businesses from the automobile, insurance and real estate industries participated in the study. Twenty-seven analyses of variance (ANOVA) and one multiple discriminant analysis (MULDIS) were conducted.

The ANOVA results included eight one-way main effects for industry affiliation on the compliance gaining strategies of promise, threat, pre-giving, positive aftercasting, altruism, compromise, persistence, and fait accompli ($p < .0025$). The MANOVA yielded a one-way main effect for industry affiliation ($p < .05$). Finally, the MULDIS resulted in one significant root labeled protection from external threat ($p < .05$). The study draws the following conclusions. First, industry differences in compliance gaining usage appear to exist. Second, the automobile industry utilizes a wider variety of strategies than insurance or real estate agents. Third, automobile sales representatives differ from insurance and real estate agents on a protection from external threat strategy combination. Insurance and real estate agents are more likely to use the combination than automobile agents. Finally, limitations and directions for future research are discussed.

COMMUNICATION PATTERNS BETWEEN SCHOOLS AND MIGRANT PARENTS

Order No. DA8413190

STUMBAUGH, WILLIAM FLETCHER, PH.D. *University of California, Riverside*, 1984. 202pp. Chairperson: Professor E. Mark Hanson

The problem. Effective home-school communications is commonly considered to be an important ingredient in the promotion of student learning and is identified as a particularly serious problem concerning agricultural migrant students. This study describes the communication processes which operate between elementary schools and the parents of migrant students. More specifically, the study analyzes the relationship between the effectiveness of school-migrant family communication and the frequency that these families migrate between school districts. Particular attention is given to studying variables such as communication roles, message content, and family migration frequency.

Methodology. Preparation included a review of related literature and research concerning the migrant lifestyle, migrant education, communication theory, communication in organizations and school-community relations. Data were obtained through a field study focusing on two schools in a southeastern California, desert valley characterized by large numbers of migrant farmworkers.

From January to May, 1983, the researcher regularly entered both the grades K-2 and grades 3-5 schools and assumed a passive, participant-observer role in the organizational culture. This participation permitted him the opportunity for behavioral observations and unstructured interviewing of staff, students and parents. Copies were collected and analyzed of all student-carried written communications from the schools to the homes. Structured interviews were conducted with three teachers in each school and the two principals. A questionnaire was administered to all teachers of each school.

Three sets of structured interviews were conducted in Spanish with the parents of 12 migrant families who had been selected and categorized according to frequency of migration.

Findings. Major variables found to effect school-migrant family communication were school, family, migrant farmwork, communication channel, and communication medium. It was found that bilingual school personnel, particularly the community aide, were effective in enabling both the migrant family and school personnel to bridge the communication gap between the English language/school zone and the Spanish language/Migrant family zone. The researcher was unable to establish that a relationship exists between the level of effectiveness of school-home communication and the frequency of family migrations.

LEGISLATIVE-EXECUTIVE COMMUNICATIONS

Order No. DA8421227

TEMPLE, ANDREW LYALL, PH.D. *University of Hawaii*, 1984. 285pp.

"Who...Says what...In which channel...Modulated by what factors...To whom...With what effect...And why?"

The purpose of this study was to relate communications theory to legislative-executive communications and political processes. It aimed to discover key variables in communications between governors and legislative leaders (dubbed "legisleaders"), to see if communications patterns might shed any light on how well the founding fathers separation of powers doctrine was working today, and to explore the roles of communications in the pursuit of political resources.

Data were obtained from three sets of questionnaires received from 42 governors or principal aides and 164 legisleaders across the nation and territories. The third questionnaire brought 202 legisleader responses. Return rates were 78%, 60% and 78% respectively.

Governors reported face-to-face contact most used, telephone second. The governors' staffs, but not legisleaders' staffs, were heavily involved in communications about support for gubernatorial programs and the seeking and giving of information on legisleaders' personal attitudes.

Strong variables were party identification, political cooperation, several orientation variables, a measure of information seeking, and two variables on influence and access to power. Friendship was a weaker variable but proved helpful between members of opposition parties.

A new construct or scale, named "the v factor," was developed for the states in an attempt to identify a vague, underlying variable discovered to be affecting other variables.

A tendency for both governors and legisleaders to report initiating communications more than receiving them was called "the initiator complex."

Listening governors had a higher rate of communications give and take and were given more positive ratings by legisleaders.

Partisan competition was found to affect communications and to encourage teamwork in the pursuit of political resources and goals. Group meetings helped ameliorate political conflict.

Attempts at forming a "*hui hoihoi*" (Hawaiian for circle of interest) to overcome the disadvantages or being on the outside of party or group were noted.

Despite some impediments, communications channels were found to be open and remarkably well balanced between legisleaders and governors and contributed to the accomplishment of political goals under a system of government incorporating separation of powers.

COMPARATIVE ADVERTISING: A COMMUNICATION STRATEGY FOR POSITIONING PRODUCTS

Order No. DA8411750

VILLARREAL CAMACHO, MARIA ANGELINA, PH.D. *University of Pittsburgh*, 1983. 328pp.

Most of the research on comparative advertising has used the hierarchy of effects model or the situational model for examining its effectiveness. These models, so successfully applied when measuring the effectiveness of other types of messages, have failed to provide a clear understanding of how comparative messages influence consumer decisions.

The differential impact of comparative and noncomparative messages is examined in this study by following an information processing approach to advertising effectiveness. Two different experimental situations were created to test the effectiveness of comparative messages. In the first one the structural properties of comparative messages were analyzed. In the second one the effect of expertise on the effectiveness of comparative messages for positioning products was explored.

Results from the first experimental situation show that consumers prefer comparative messages for products with economic or functional risks associated with them. With respect to the characteristics of comparative displays of information, consumers prefer comparative charts that display the price of the brands being compared, that present more information in terms of attributes rather than brands, and that present information in an easily processed mode.

The findings in the second experimental situation failed to support most of the research hypotheses concerning the effects of the different message treatments on cognitive responses, product positioning, and traditional measures of message acceptance such as attitudes and purchase intentions. The role of prior knowledge on the effectiveness of comparative versus noncomparative messages are more successful than noncomparative messages when firms attempt to position their products by means of an advertising campaign. Also, there is not clear evidence that comparative messages have a better acceptance among nonexpert consumers than among expert consumers.

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THEORETICAL AND OPERATIONAL BIASES IN DETERRENCE: AN EXPERIMENTAL ASSESSMENT IN A SIMULATED POLITICAL DECISION-MAKING CONTEXT

Order No. DA8409336

WHITTAKER, ALAN GUY, PH.D. *University of South Carolina*, 1983. 222pp.

The literature addressing deterrence theory is critically reviewed and found to contain a bias in its over-emphasis on the role of the deterring power in defining and operationalizing deterrence situations. This bias emanates from both historical and cultural processes which co-existed during the development of deterrence as a theory and policy orientation. The accentuation on the role of the deterring power underestimates the role of the identified aggressing power whose behavior is seen as preeminent to the existence and operation of deterrence. A man-machine interactive computer simulation is developed to test for the bias and effects of deterrence-oriented belief systems. The simulation replicated certain aspects of the American foreign policy decision-making process under simulated crisis conditions in the Middle East and Central America. The simulation incorporated dimensions of the domestic policy-making environment at both the executive and public opinion levels. The reactions of fifty-four "foreign policy sophisticated" participants confirmed the hypothesis that a perceptual bias was operative. A statistical analysis found degree of belief in deterrence principles to be the most significant determinant of differences between participants in regard to perceptions and actions taken. An analysis is made of the implications of perceptual bias on foreign policy decision-making, and of ways in which conventional theories of deterrence might be modified or refined.

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